

# **ESOL Performance Standards**

## **Pre-literacy**

### **READING CRITERIA**

- Demonstrates comprehension of vocabulary related to giving personal information (e.g., name, address, birth date, age, phone number); introducing self; greeting and taking leave; giving and following basic classroom directions and instructions.
- Recognizes the grammar elements that express the functions and employs command of the verb *to be* in the present tense and in the affirmative, negative and interrogative forms; possessive and subject pronouns; verbs in the imperative form, (e.g., *give, take, put, look*); nouns in singular, plural and possessive forms
- Recognizes and uses upper and lower case letters, and numerical symbols needed for information
- Recognizes and comprehends the vocabulary related to classroom directions, signs and instructions
- Recognizes the beginning and end of words and sentences
- Recognizes and uses such materials as forms, menus, grocery lists, public signs, labels, clocks

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceed</i></b>
<p>On occasion , the student:</p> <ul style="list-style-type: none"> <li>• recognizes and reads his/her first and last name</li> <li>• reads and comprehends classroom and simple public information signage (exit, ⇒, Ø, in/out) (The learner demonstrates comprehension by performing or acting out the meaning of the signage.)</li> <li>• reads and completes a form requesting simple information such as name, address, phone and ID #</li> <li>• comprehends words and phrases relating to introductions, greetings and leave taking (hello, good-bye, How are you?, See you tomorrow) and respond appropriately</li> <li>• recognizes words in singular and plural forms and point to appropriate singular or plural representations of the words</li> <li>• recognizes a question, statement or negative using the verb “to be” from punctuation used or sentence structure</li> <li>• recognizes and use the different subject pronouns appropriately</li> <li>• reads single word vocabulary items related to the classroom, personal information, and limited social engagements</li> <li>• recognizes imperative forms of verbs and demonstrates understanding through gestures or actions appropriate to the vocabulary</li> </ul>	<p>Sometimes the student:</p> <ul style="list-style-type: none"> <li>• recognizes and reads his/her first, middle and last name</li> <li>• reads and comprehends classroom and simple public information signage exit/entrance, push/pull, in/out</li> <li>• reads and completes approximately 50% of a form requesting simple information such as name, address, phone and ID number</li> <li>• reads and comprehends words and phrases relating to introductions, greetings and leave taking (hello, good-bye, How are you?, See you tomorrow) and respond appropriately</li> <li>• recognizes words in singular and plural forms</li> <li>• recognizes a question, statement or negative using the verb “to be”</li> <li>• recognizes and substitutes the subject pronouns appropriately</li> <li>• reads and comprehends single word and phrases vocabulary items related to the classroom, personal information, social engagements</li> <li>• recognizes and comprehends imperative forms of verbs</li> </ul>	<p>Often the student:</p> <ul style="list-style-type: none"> <li>• recognizes and reads his/her first, middle and last name and the names of family members</li> <li>• reads and comprehends classroom and simple public information signage (The learner demonstrates comprehension by performing or acting out the meaning of the signage)</li> <li>• reads and completes a form requesting simple information such as name, address, phone and ID number, date of birth, marital status, employment status</li> <li>• comprehends words and phrases relating to introductions, greetings and leave taking (hello good-bye, How are you?, See you tomorrow.) and responds appropriately</li> <li>• recognizes words in singular and plural forms with “-s” and “-es” and point to appropriate singular or plural representations of the words</li> <li>• recognizes a question, statement or negative using the verb “to be” from punctuation used or sentence structure</li> <li>• recognizes and uses interrogatives “who, what”</li> <li>• recognizes and uses subject pronouns appropriately.</li> <li>• reads and comprehends words, phrases and short sentences using vocabulary items related to the classroom, personal information, social engagements</li> <li>• recognizes and comprehends imperative forms of verbs and demonstrates understanding through gestures or actions appropriate to the vocabulary</li> </ul>	<p>Consistently the student:</p> <ul style="list-style-type: none"> <li>• recognizes his/her first, middle and last name , names of family members and well-known personalities and businesses</li> <li>• reads and comprehends classroom and simple public information signage</li> <li>• reads and completes a form requesting simple information such as name, address, phone and ID number, date of birth, marital status, employment status, # and names and ages of dependents</li> <li>• comprehends words and phrases relating to introductions, greetings and leave taking (hello, good-bye, How are you?, See you tomorrow and associates native language word/phrase with English word/phrase)</li> <li>• recognizes words in singular and plural forms with “-s” and “-es” and irregular formations</li> <li>• recognizes a question, statement or negative using the verb “to be”</li> <li>• recognizes and comprehends interrogatives “who, what, what time, hen”</li> <li>• recognizes and comprehends subject pronouns</li> <li>• reads and comprehends words, phrases and short sentences using vocabulary items related to the classroom, personal information, social engagements</li> <li>• recognizes and comprehends imperative forms of verbs</li> </ul>

## **ESOL Performance Standards** **Pre-literacy**

### **WRITING CRITERIA**

- Writes words in upper and/or lower case
- Write numerals
- Writes simple sentences using the verb “to be”, subject pronouns and singular and plural nouns.
- Copies words, phrases and sentences, fills in blanks, completes forms and composes simple sentences.

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceed</i></b>
<p>On occasion the student:</p> <ul style="list-style-type: none"> <li>• writes his/her first and last name</li> <li>• completes a form requiring name address and date of birth</li> <li>• writes the correct pronoun related to the subject</li> <li>• copies words related to the functions of Pre-literacy ESOL</li> </ul>	<p>Sometimes the student:</p> <ul style="list-style-type: none"> <li>• writes his/her first, middle initial and last name</li> <li>• completes a form requiring name, address, date of birth and phone number</li> <li>• substitutes the correct pronoun for a noun subject</li> <li>• copies words related to the functions of Pre-literacy ESOL</li> <li>• writes words in singular and plural forms using “s” for plural</li> <li>• writes a simple sentence using a subject pronoun and the correct form of the verb “to be”</li> </ul>	<p>Often the student:</p> <ul style="list-style-type: none"> <li>• writes his/her first, middle initial and last name and names of family members</li> <li>• completes a form requiring name, address, date of birth and phone number, social security or other ID number</li> <li>• substitutes the correct pronoun for a noun subject</li> <li>• copies words related to the functions of Pre-literacy ESOL</li> <li>• writes words in singular and plural forms using “s”, or “es” for plural</li> <li>• writes a simple sentence using a subject pronoun and the correct form of the verb “to be”</li> </ul>	<p>Consistently, the student:</p> <ul style="list-style-type: none"> <li>• writes his/her first, middle initial and last name and names of family members</li> <li>• completes a form requiring name, address, date of birth and phone number, social security or other ID number</li> <li>• substitutes the correct pronoun for the noun subject</li> <li>• writes words in singular and plural forms using “s”, or “es” for plural</li> <li>• writes simple sentences using subject pronouns and the correct forms of the verb “to be”.</li> <li>• writes questions using “to be” and interrogatives such as Who, what, where.</li> </ul>

# ESOL Performance Standards

## Pre-literacy

### LISTENING CRITERIA

- Comprehends the vocabulary related to basic personal information
- Comprehends the vocabulary related to classroom directions, signs and instructions
- Recognizes and comprehends the difference between a question and a statement using the verb “to be” in present tense
- Recognizes comprehends and responds to the difference between a positive and negative statements using the verb “to be”
- Understands and respond to simple introductions and personal information and simple positive and negative commands

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceed</i></b>
<p>On occasion the student:</p> <ul style="list-style-type: none"> <li>• responds to key words and learned expressions in simple, predictable conversations about basic personal information held at a slow, deliberate rate of speech and with a great deal of repetition and rewording</li> <li>• acknowledges (through gestures) when his/her first and last name are spoken</li> <li>• responds non-verbally and appropriately to directions (pick up a pencil, sit down, sign your name)</li> </ul>	<p>Sometimes the student, after listening to a cue:</p> <ul style="list-style-type: none"> <li>• responds to key words and learned expressions in simple, predictable conversations about basic personal information held at a slow, deliberate rate of speech and with a great deal of repetition and rewording</li> <li>• responds orally or in writing with his/her first, middle initial and last name</li> <li>• provides orally or in writing requested information such as name, address, date of birth and phone number</li> <li>• substitutes orally or in writing the correct pronoun for a noun subject</li> <li>• writes or responds with words in singular and plural forms using “s” for plural</li> </ul>	<p>Often the student, after listening to a cue :</p> <ul style="list-style-type: none"> <li>• responds to key words and learned expressions in simple, predictable conversations about basic personal information held at a slow, deliberate rate of speech with some repetition and rewording</li> <li>• writes or responds to his/her first, middle initial and last name and names of family members, address, date of birth and phone number, social security or other ID number</li> <li>• substitutes the correct pronoun for a noun subject in writing and/or speaking</li> <li>• writes or responds with words in singular and plural forms using “s”, or “es” for plural</li> <li>• writes or responds with a simple sentence using a subject pronoun and the correct form of the verb “to be”</li> </ul>	<p>Consistently, the student:</p> <ul style="list-style-type: none"> <li>• responds to key words and learned expressions in simple, predictable conversations about basic personal information held at a slow, deliberate rate of speech</li> <li>• writes or responds to his/her first, middle initial and last name and names of family members</li> <li>• name, address, date of birth and phone number, social security or other ID number</li> <li>• substitutes orally and in writing the correct pronoun for the noun subject</li> <li>• writes and says words in singular and plural forms using “s”, or “es” for plural</li> <li>• responds orally and in writing simple sentences using subject pronouns and the correct forms of the verb “to be”</li> <li>• writes or poses questions using “to be” and interrogatives such as “Who, what, where”</li> </ul>

# ESOL Performance Standards

## Pre-literacy

### **SPEAKING CRITERIA**

- Produces oral language that express the pre-literacy ESOL functions and grammar
- Introduce self/others using basic courtesy formulas: *yes, no, please, help, excuse me, sorry, hello*
- Give simple commands: *sit, come in, right here, over there, repeat please*
- Ask for/give basic personal information: *name, date of birth, age, country, language, address, phone number, time, date*
- Ask/respond to basic questions/directions
- Pronounce the names of the letters
- Name and pronounce numbers: time, prices

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceed</i></b>
<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses largely accurate vocabulary that consist of single words or minimal phrases appropriate to the level</li> <li>• exhibits little consistency in pronunciation, stress, inflection, and intonation of familiar words,</li> <li>• includes frequent pauses and false starts, impeding understanding</li> <li>• evidences frequent, significant errors in pre-literacy ESOL grammar and usage that impede understandability</li> <li>• is understandable only by trained ESOL instructors</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple sentences appropriate to the level that are accurate but ordinary and lacking in variety</li> <li>• exhibits some general accuracy in pronunciation, stress, inflection and intonation of many familiar words,</li> <li>• includes pauses and false starts that frequently impede understanding</li> <li>• evidences some weaknesses in pre-literacy ESOL grammar and usage and that does not block meaning but does distract the listener</li> <li>• evidences some ability to self-correct with prompts</li> <li>• is readily understandable for ESOL instructors</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are functional and appropriate to situation and listener</li> <li>• exhibits general accuracy in pronunciation, stress, inflection, and intonation of most familiar words and a few unfamiliar words although accent is detectable</li> <li>• includes occasional pauses and false starts</li> <li>• evidences only occasional lapses in correct pre-literacy ESOL grammar and usage</li> <li>• evidences the ability to employ circumlocution, "to find another way to say things" in conversations</li> <li>• is clearly understandable by ESOL instructors and other teachers</li> </ul>	<p>The learner's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are varied, natural, accurate</li> <li>• exhibits accuracy in pronunciation stress, inflection, and intonation of most familiar words and some unfamiliar words with little or no accent detectable and general fluency</li> <li>• evidences strong control of pre-literacy ESOL grammar and usage</li> <li>• evidences skill at circumlocution, "to find another way to say things" in conversations</li> <li>• is clearly understandable by ESOL instructors and other teachers</li> </ul>